



Webinar Registration Form

Using Data-Based Evidence To Demonstrate The Value Of Learning Centers

Wednesday, August 14 ~ 3:00-4:00pm (Eastern)

Once the live date has passed, this training will be available on demand.

Overview

This is a very exciting time for campus learning centers because of the national interest in increasing student retention and graduation rates. Although learning centers provide invaluable support to our institutions and make a significant contribution to efforts to increase academic success, most faculty and administrators are woefully unaware of the influence of learning center programs on the success of students, faculty, and staff.

The recent and growing recognition of the importance of grit, resilience, and perseverance has many campus administrators wondering how to address this in their students. Often, however, they fail to recognize that their campus learning center is the unit that has been developing these traits in students, and, with increased financial support, is best equipped to scale up its efforts to make a substantial institutional impact. To realize this potential, learning center leaders must establish a campus-wide presence for the learning center, and implement effective strategies for expanding the center's sphere of influence. Providing data-based evidence of the learning center's value is key to this effort. This interactive workshop will provide strategies to enable the learning center to achieve significant campus-wide impact and to be recognized as a leader in the institution's efforts to increase student success.

Objectives:

- Identify the departments, administrative units, and individuals that will be allies in establishing the value of the learning center
- Describe the institutional, local and national initiatives mandating that the learning center occupy a central position in efforts to increase student success
- Explore specific strategies that will demonstrate the impact of the learning center on institutional efforts to increase retention and graduation rates
- Identify the types of data that can be collected to demonstrate how the learning center contributes to improving student success
- Develop an action plan that they can begin implementing immediately to move the learning center to a position of prominence that is well supported with university resources

Who Should Attend?

- Administration
- Enrollment Management
- Faculty
- Human Resources
- Online Learning
- Student Services/Affairs
- Learning Center Staff
- Faculty Development Center Staff
- Any educator interested in learning more about increasing the recognition of learning centers



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Speaker(s)



Melissa Brocato / Assistant Vice President for Student Services

Louisiana State University

Melissa is Assistant Vice President for Student Affairs and past director of the Center for Academic Success (CAS), an NCLCA certified national center of excellence, at Louisiana State University. She has spent 18 years of her 20-year career in education at Center for Academic Success, passionately helping students learn more effectively and think critically.

She has developed and directed initiatives, in collaboration with academic colleges and departments, for tutoring, Supplemental Instruction, metacognitive training programs for at-risk students, and intervention programs for pre-calculus students. She has developed workshops and delivered metacognitive principles to students in transition programs from high school through graduate and professional school, and has assisted in creating an academic coaching program at LSU. Other projects include creation of early warning and intervention systems such as the Early Academic Referral System through MOODLE, and the LSU Academic Intervention Team. Along with her colleagues in the CAS she co-developed content and specific tools to support the teaching of metacognitive learning principles to students and faculty such as the Study Cycle, the Study Group Starter Kit, and Focused Study Sessions.

Through her work with the Center for Academic Success at LSU, Brocato has been able to demonstrate the effectiveness of academic support programs and the teaching of metacognition's effect on student academic performance, retention, and self-efficacy for all students including those in STEM. Results from assessments on CAS programs indicate a positive impact on

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